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ABSTRACT

The February 2002 Council of Europe seminar on "Civic Education Policy and Standards Setting in the Russian Federation" is the second seminar devoted to these issues. The first seminar was held in December 2000. The main objectives were to introduce European work in civic education, particularly that of Romania and Ireland, and to draft the first version of a new civic education concept in the framework of social studies. The second seminar continues the work of devising strategies for civic education in the Russian Federation. The objectives were: (1) to present civic education work in Lithuania, the Netherlands, and Great Britain with a view to analyzing and comparing different systems of civic education; (2) to become familiar with the work of the Council of Europe; (3) to facilitate dialogue among the different actors in various structures, trends, and schools involved in the development of a civic education policy in the Russian Federation; (4) to make suggestions and proposals to the Council of Europe on concepts of civic education; and (5) to outline an implementation strategy for civic education. This report presents various mini-reports and discussions by the participants regarding the different educational activities of the seminar. Seminar participants were representatives of the Council of Europe, the World Bank, the National Training Foundation, scientific-pedagogical communities involved in civic education, specialists from the Russian Ministry of Education, regional departments of education, teachers, and foreign experts. Includes one table containing civic education policy development, standards and practices, and distribution of responsibilities. (BT)

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ED 471 111

Strasbourg, 20 February 2002

# EDUCATION FOR DEMOCRATIC CITIZENSHIP 2001-2004

# Second Policy Development Seminar "Civic education policy and standards setting in the Russian Federation", 28 February - 1 March 2001, Moscow, Russian Federation

SO 034 444

Report by Tatiana Bolotina

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Council of Europe
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**Participants:** representatives of the Council of Europe, the World Bank, the National Training Foundation, scientific-pedagogical communities involved in civic education, specialists from the Russian Ministry of Education, regional departments of education, school teachers, foreign experts

**28 February:** Chair: Ms Tatiana Bolotina, Director of the Centre for Civic Education

**10-10.30 a.m.: Official opening of the seminar**

**Ms Irina Chechel**, Vice-Rector, Research and International Co-operation of the Russian Academy for Upgrading Professional Standards and Retraining of Educators welcomed the seminar's participants. In her opening address she focused on the significant work being carried out by the Council of Europe in the field of civic education.

**Ms Angela Garabagiu,** Administrator from the Division of Education for Democratic Citizenship and Human Rights Education (Council of Europe) presented the goals and aims of the seminar and explained the role of the Council of Europe in educational-policy setting in the Russian Federation.

*Summary*

The Council of Europe seminar on "Civic education policy and standards setting in the Russian Federation" is the second seminar devoted to the present issues. The first was held in December 2000, and its main objectives were to introduce European work in civic education, particularly that of Romania and Ireland, and to draft the first version of a new civic education concept in the framework of social studies. The second seminar will continue the work of devising strategies for civic education in the Russian Federation.

The aims of the seminar are:

- to present civic education work in: Lithuania, Netherlands and Great Britain, which have different systems of civic education (both centralised and decentralised) with a view to analysing and comparing;

- to become familiar with the work of the Council of Europe;

- to facilitate dialogue between the different actors in various structures, trends and schools involved in the development of a civic education policy in the Russian Federation;

- to make suggestions and proposals to the Council of Europe on concepts of civic education;

- to outline an implementation strategy for civic education.

**Discussion**

**Ms Tamara Tiulyaeva,** chief specialist, Department of General Secondary Education of the Russian Ministry of Education, gave an overview of the ministry's policy on the reform of social science education and introduced the drafting team (Mr Bogoliubov, Ms Kishenkova). She then presented some of the problems involved in working on this basic draft document.

*Summary*

Education reform includes: a new social science concept, setting education standards, setting standards for student's knowledge and ways to assess it, analysing the correlation between the content of social science education and the needs of Russian society.

A draft version of the new social science concept was prepared and sent to the Federal Consultative Board (FCB) which reports directly to the Minister of Education. On 20 February, 2000, the FCB gave its basic approval of this document. It is still a working document, which means can be amended and changed. Currently it is planned to begin work on the elaboration of content-oriented and legislative documents based on the present concept document.

**Mr Anatoly Pinsky,** Co-ordination on General Secondary Education Reform (Ministry of Education), focused on the main aspects of on-going school reform.

*Summary*

Current school reform is concerned with the creation of a new Russian school. The reform of education content linked to the transformation of the entire school as an institution-based

system. This reform is not something radical, and this is a positive factor. Reform in the field of school education suggests three institutional changes and six content-related ones.

The institutional changes are:

- financing of the school;

- introduction of specialised high schools;

- setting-up a unified state exam.

The content-related dimensions of the reform are:

- revising the compulsory subjects with a view of decreasing the workload for pupils;

- increasing possibilities for choices (not only for school heads or teachers, but for individual students as well);

- transition to standards based on competencies.

The new school pays significant attention to foreign languages, information technologies, social studies (economics, law, social disciplines).

The reform presupposes a structural change - transition to twelve year education, but there is still no clear line of thought on this. There are three influential groups in Russia which are lobbying for the reform: leftist political forces including those in the Duma, rectors of higher educational institutions and the subject-oriented lobby (traditional scientific pedagogical schools identified as "the old school").

The second important condition for school reform is setting standards for education. There is an interesting situation in Russia - eight years ago norms for school standards were included in the Russian Constitution but to date have not been enacted.

In the coming year and a half, the "first generation" standards will be adopted but there is the danger that they will preserve the content and structural peculiarities of the old Soviet school. That is why it is so important to draw up a content base and

civic education standards five to seven years in advance, before the "second generation" standards are approved.

Since September 2001, the Russian pilot scheme in education reform has been carried out on a wide-scale basis.

Civic education is a priority for the Russian Federation today, and a concept for it can be drawn-up autonomously, that is distinct from the general transformation of Russian schools. In recently prepared documents on education content, what is missing is the development of socio-economic and legal science education. The real reason for this is that the small working group could not agree on how to approach this issue. The present seminar can contribute to solving this problem.

**Questions and answers on the basic reports**

*Question:* (Mr Arunas Poviliunas, Lithuania): Are there any legislative acts regulating the activities of school councils?

*Answer*: In 1998 the Edict of the President of the Russian Federation on sponsors' councils (sovet popechitelei) was issued. In the same year President Yeltsin instructed the government to create the appropriate regulations. Still there is no document on school councils except the Law On Education. In any event, school councils have not been widely developed.

*Question* (Ms Angela Garabagiu); How will the pilot scheme on the education reform be conducted?

*Answer*: The pilot scheme will cover nearly all regions. There will be several experiments: one dealing with the unified exam - covering 5 regions, another focusing on curricula, covering nearly all regions.

**11.30 a.m.-12.45 p.m.: Presentation of the new concept**

**Ms Kishenkova,** Commission for the "Drafting of a new social science concept", presented an overview of the basic elements contained in the draft of the new concept of social science.

*Summary*

Social science covers the following subjects: geography, social studies and history, which explains why there were two specialists in each subject on the drafting team.

The new document is entitled "Draft of the new social science concept". This is a working document, which needs editing, some amending and specifications. The document represents a compromise on some issues, but most parts of it are new.

Goal-setting is based on school levels: primary, basic, secondary school, with separate goals for vocational/professional education, which is supposed to be established at secondary school level. If previous documents set goals from the perspective of the school or teacher, the current document sets goals from the perspective of the pupil, that is what pupils can acquire by studying social science.

The changes which should be introduced have been worked out. These are:

- lightening the social studies curricula; after a stocktaking certain courses were dropped;

- re-grouping certain courses to lighten the curricula for basic school. Certain courses will now be taught in secondary school and vocation/professional school;

- courses are now determined by four curricula components: federal, regional, school and the pupils component.

The federal component is subject matter that is compulsory in all RF schools. The regional component features variations of the curricula, which are chosen by the regions, and which reflects their specificity. The school component supports the idea of a variety of choices in learning certain subjects. Schools choose alternative courses which they would like to offer and specialise on. These could be either courses on local community or a specialisation in humanities or natural sciences, for instance.

The individual student's component enables students to chose certain subjects for themselves, according to their interests. Consequently, a part of pedagogical time should include learning hours for individual work with particular pupils in accordance with their individually chosen topics and projects.

Financial strategies will have to take all of these elements into account.

Regarding the curricula, its content depends upon school levels, whether primary, basic or secondary.

The content of the "education area" is based upon pupils, in that it reflects how pupils can master the content, that is through methods, skills, types of activities, such as educational, creative, investigative, etc. This is dealt with in a separate section.

The following measures need to be taken to implement the concept:

- a new generation of educational "kits", including both textbooks and teaching aids must be produced;

- training and retraining of staff. Significant changes are required in teacher training institutions. The pedagogical and didactical orientation of education in teacher training universities, and in institutes for upgrading qualification and retraining of educators must be enhanced;

- improved evaluation and provision of experts' opinions on new textbooks, before they are published;

- organisation of the work in monitoring and certification in the framework of the education reform pilot scheme.

**Mr Bogoliubov,** Chairman of the Commission for the drafting of a new social science concept" made some comments to Ms Kishenkova.

The new concept of teaching social science was developed together with the concepts for the other fields of education undergoing change, in the framework of the on-going reform. This work reflected, on the one hand, the intention to reform the entire education system, and on the other hand, the revolutionary transformation of social science as part of civic education in Russia began in the early 1990s. This did not happen in either physics or in mathematics, where no changes occurred for obvious reasons. During the last 10 years various concepts of civics and social studies, which were oriented towards new values and which played with the idea of an action-

oriented approach, were regularly published. That is why we can speak about the "succession" of the concept which was mentioned by Ms Kishenkova but at the same time we can consider the present document as a step forward compared to the previous basic documents.

However, some problems still exist.

First, it is not possible to set standards and formulate goals unless you know how much time you have to realise them - whether we are referring to the standard of 60 learning hours or for 120 learning hours. Clearly, what can be done in 120 hours cannot be done in 60 hours.

The project does not refer to any specific amount time. This is a vulnerable side of this document. Consequently, if those basic learning plans which are introduced by the education reform pilot schemes presuppose various time frames, than we could determine the resource limit, lower which one can not go, and in this case adjust the goals if possible. It is necessary to set realistic goals that can be reached.

Secondly, developing a school student's competencies should be done mainly through extra-curricula activities. These forms of work should be developed more, but this is still highly problematic area.

**13.30 -14.15 p.m.: Discussion**

The following persons took part in the discussion of the draft concept: Mr Froumin, educational expert to the World Bank; Mr Jusfin, head of the educational programmes of the National Training Foundation; Ms Garabagiu, Mr Gerassimov, professor at the Russian Academy for Upgrading Professional Standards and Retraining of Educators, Ms Spasskaya, head of the programmes of the Foundation for Legal Reforms; Mr Poviliunas.

Mr Froumin mentioned that in general consultancy experts had acknowledged that a great step forward had been made in the field of education renewal. But this is not the last step. More precisely, it is one of the first steps. Despite the fact that the Ministry of Education is putting pressure on the drafting team to finish their work and in turn the ministry itself is under pressure from the government, it should be understood that even if these

documents became the basis for a federal minimum standard, it will take one or two years to finalise them. And in this connection, one of the objectives of our seminar is to consider further finalisation of the new social science concept.

Foundations for this exist. Serious shifts have been made in structure and design. There are new and significant additions in the form of different types of activities for pupils, but a lot of the work is still in progress and we still have not been able to rid the document of old-fashioned pedagogical language.

In spite of all the stipulations about a competency-based and action-oriented approach, we are describing goals in terms of helping develop ideas and awareness on the content, considering these as a system of knowledge.

I am not a supporter of revolutionary change but if we describe goals in terms of ideas, then we should see ideas as a camouflaged form of information or knowledge. The language of pedagogical science is playing a bitter joke on us and it is not easy to find the proper terms.

Other participants raised the question of what influence the Basic Study Plan (BSP) would have on content, taking into account the interests of school students in the goal-setting process, training and retraining of pedagogical staff, etc.

Tremendous controversy surrounded the issue of democratisation of school life. The drafting team expressed concern that if this idea was to take hold in the field of social science, than history and social studies teachers would be left with this task, when in reality it should be the task of all teachers, but particularly, that of the school administration.

A proposal was made to draft a common document for all fields of education, in which school life should be dealt with. Democratic school life should become a norm.

Competencies should not be opposed to knowledge or abilities. Competencies are formed in the learning process at school as well as in the family and in the society in which a child lives. The realisation of a competency-based approach depends upon the entire educational-cultural environment of where one lives and is brought up.

A question was raised about the correlation of civic and social science education. The participants came to the common conclusion that a large number of teachers and administrators do not understand the difference between these two notions.

Civic education is a wider concept, of which social science is only one part. The recent Council of Europe documents use the term "education for democratic citizenship". Citizenship should be understood in a wide framework which covers one's relationship to society and human beings and it includes the rights and responsibilities of an individual. The creation of an integrated system of education for democratic citizenship in the Russian Federation is the number one objective.

**Ms E. Polivanova,** psychologist at the Foundation for Legal Reforms, presented the concept of legal education drawn-up by the foundation.

*Summary*

Education in the field of law implies the new learning courses which contain both knowledge of law and social practice.

**Discussion**

The main issue of the discussion was the correlation of two concepts: the concept of social science and that of legal studies.

The seminar participants agreed that legal studies should be a priority in the social science education. The education focused on the legal instruments for the protection of human rights is developing citizenship skills, thus the participants decided to recommend to the Ministry of Education that the Foundation for Legal Reforms be included in the commission that is finalising the social science education concept and standards setting.

**Exchange of experience on civic education,** Mr Ton Olgers (Netherlands)

*Summary*

The term "civics" does not exist in the Netherlands, where currently societal sciences has been adopted as a basic term.

The core of societal sciences comprise sociology, social psychology, some aspects of economics, ecology and law.

In general these are societal sciences and political science which are integrated in one subject and are taught from the perspective of citizenship. Why is it not actually "education for democratic citizenship". The answer is because it is very vast. There are debates on this issue going on in the Netherlands.

Training civics teachers is done at university, where, after obtaining an MA in political science, teachers continue to receive a teaching degree in societal science.

**Mr Arunas Poviliunas (Lithuania)**

*Summary*

Civic education is a new education tendency in Lithuania. Civics is a compulsory subject from the 6th to the 8th grade and for grade 10. There are frames of reference for civic education: programmes and standards in civics. School councils have been established in each school.

However, some problems remain, mainly the lack of teachers for the subject. The system of retraining educators is decentralised in Lithuania. There are different visions of civic education. Some believe it should be based upon patriotism, others that liberalism should be its priority.

**Mr Graham Morris (United Kingdom)**

*Summary*

The concept of civic education in Great Britain has been undergoing changes for ten years. The responsibility for developing citizens for democratic society is that of the government. Beginning in September 2002 civic education will be compulsory in all British schools. Educational programmes, textbooks and teaching aids have been produced as well as didactical materials.

**Conclusion:** There exist various approaches to civic education but at the same time these approaches have very much in common. The main differences are found in the extent of state

involvement in civic education as well as by national interpretation of traditional world education models.

Currently the approach adopted in the Netherlands seems to be closer to that of the Russian Federation. At the same time, however, the Russian pedagogical community considers that this approach narrows the scope of civic education content. It is of utmost importance that the Russian concept of civic education takes into account European trends and European experience in this field.

**1 March: second day**

**Chair: Mr Gerassimov, discussion of regional initiatives and working groups sessions**

**9.45a.m. 10.15a.m. - Mr Vodiansky**, Deputy Head of the Department of General Secondary Education. His report focused on several main issues, namely the role of international organisations in civic education in Russia, defining what "civic education" actually means and what role the Centre for Civic Education should play.

*Summary*

There are a lot of international organisations involved in Russian education. At the same time, there are some drawbacks to these partnerships: sufficient co-ordination is lacking between our partners in many fields, many of the programmes suffer from the narrowness of the topics; there is not yet an assessment mechanism to rate the effectiveness of these programmes; and they do not always take into account the objectives of Russian educational reform.

**Some of the problems of civic education**

First, people have been arguing for a long time over what civic education should be - therefore it is crucial to reach a common understanding of this concept. There are various points of view on civic education. One takes in a wide perspective - civic education as education for democratic citizenship. Another approach considers civic education as part of a child's upbringing. The third one is more narrow - the political-legal and social science perspective. In this sense it is essential to be

aware of world experience in this field, particularly through joint work with the Council of Europe. It is through an analysis of foreign experience that we will be able to agree on a definition of civic education.

Secondly, the current reform - Russian education reform supposes that more attention shall be paid to civic education. The intention is to introduce elements of civic education at primary school level, as well as to design courses for grades 5-8. There is also a complicated problem in this respect which to date has not been solved - how to divide the theoretical and practical in terms of age levels.

Third, there are large groups of specialists who insist that civic education should not be limited to a learning process only and that learning civics should go hand in hand with democratically managed schools. How can this be realised? The school "Self-determination" of Mr Tubelsky or the school "Univers" of Mr Froumin are good examples, but are these schools unique or are these experiences transferable?

Fourth, should modules on drug-addiction, Aids, and so forth, be included in the civic education curriculum? How should these issues be incorporated into the learning process? What types of teachers will teach these modules at school?

Next, the fact that education reform is based upon a transition to competency-based education has given rise to a new problem - the lack of properly trained teachers. That is why teaching itself and teacher training have a greater role to play.

All social science courses are overloaded with information material and there is not enough time to teach social competencies.

Last, all of the above-mentioned problems should be solved as soon as possible. For this, we need to examine and assess carefully what we are dealing with on the Russian side and what we are doing together with our foreign partners, particularly with the Council of Europe.

**10.15 a.m.-11 a.m.: Discussion**

Ms Garabagiu, Mr Jusfin, Mr Vyazemsky, Mr Bogoliubov, Ms Bolotina, Mr Gerassimov took part in the discussion

The issue of defining terms was raised. Two points of view were expressed. The first one, that of Mr Bogdiubov, was that civic education is a civic "environment" which includes political, ecological, legal and economic domains. That is why civics can not be limited to teaching a particular subject, for instance law, which will exclude all the others. An integrative course is needed.

Mr Vodiansky held the view that civic education should help people adjust to life in society. It should be a course which goes hand in hand with democratic school life, extra-curricula activities (further education should be developed in correlation with this) etc. Civic education courses should create practical ways and means to help one adapt to life in society.

Other questions that were touched upon during the discussion were the priorities of co-operation with international organisations, joint action with foreign partners and expert evaluation of the materials drawn up by the Council of Europe.

**Decisions resulted from the discussion**:

The following decisions were taken as at outcome of the discussion:

- to define "civic education" - authorise a leading group of specialists to prepare recommendations on defining this concept;

- to determine the directions that co-operation with international organisations should take;

- to conduct competitions in civic education (Olympiads) with the participation of school students from foreign countries;

- to invite the Council of Europe to examine and assess civic education documents in the Russian Federation;

- to authorise the Centre for Civic Education to design a system of civic education (concept, standards, methods of teaching, etc.).

**11.00-11.45 Discussion of regional initiatives**

**Mr P. Simonenko,** Deputy Head of the Department of Education of the Kaluga Region

*Summary*

Civic education is one of the priority areas in the education policy of the Kaluga Department of Education. It presupposes both formal learning/teaching and non-formal work on children's upbringing. There are collective activities for school students being carried out in the city, such as Olympiads in civic education, competitions etc. The Council of Europe has provided valuable assistance in organising these activities.

As part of Council of Europe activities, seminars for educators, conferences and teacher training seminars were conducted. Currently together with Dutch colleagues in the framework of the MATRA project, several approaches to civic education are being worked out. The first one uses a cross-curricula approach. The second one aims to upgrade qualifications for and retrain teachers. The third is a subject-centred approach. The results are better if all three approaches are combined. In schools using a combination of all three approaches, civic studies are taught, school councils work, conditions for the democratisation of school life are being created.

But in spite of the positive trends, some problems remain, namely that of government policy. Civic education should become a state policy. This would stimulate the creation of democratic schools, organising a community around schools. The pedagogical institutes would train teachers in civic education.

**Mr Zhikharevich, Centre for Civic Education, Pskov,**

*Summary*

There are 1 000 educational institutions of different levels, kinds and types in the Pskov region. The education institutions, which made civic education become a priority area in their work, have a significant place in the regional system of Education of Pskov region.

Schools providing civic education can be divided into three categories:

- schools orienting pupils toward continuing education in educational institutions specialising in law. In these schools the number of hours devoted to studying subjects in the civic-law cycle has been increased;

- schools which do not associate civic education with a future profession but rather as a significant means with which to develop legal and political knowledge and the general culture of school students.

- schools oriented towards the integration of all aspects of civic education, including democratic school management. These schools pay a lot of attention to extra-curricula activities.

In the Pskov region, in order to preserve a unified educational space and succession of education within the region for all school categories in 1997, civic education was introduced into the curriculum within the regional component of the Basic Study Plan.

In 1999 in Pskov, the Regional Institute for Retraining of Educators and the Centre for Civic Education were established. The Centre works actively with pilot schools, and participates in project activities. The concept of civic education for the Pskov region was drawn-up for 1999-2000. A competition (Olympiad) in human rights was conducted, in which both pupils and their parents took part. The Pskov region is taking part in various international projects, particularly in the project "The democratic environment in schools". At the same time, some problems exist in the region, solving which could enhance civic education.

The number of offences among adolescents has increased. An alternative to this could be the democratisation of schools. In recent years a number of classes and schools have introduced programmes for corrective-developing education, and civic education must be adjusted appropriately to this category of school children.

The number of migrants in the Pskov region has also increased. More attention needs to be accorded to migrant children at school, which requires special teacher training.

Mr Gerassimov and Mr Vyazemskiy took part in the discussion on regional policies in civic education

All the participants in the discussion agreed that there is no standardised governmental policy for civic education in the various Russian regions, and that civic education work has been carried out in the framework of regional policies.

The experience of these regions is of interest, and should be examined along side that of foreign and Russian experience to elaborate a concept of civic education.

It was also emphasised that creating an active civic attitude is not possible without mastering the new education technologies such as interactive learning, for instance. This is crucial in the present phase of school reform. It shall be taken into consideration in the future teacher-training activities.

**12.40-16.30 Working groups sessions**

**Workshop 1 Chair: Mr Bogoliubov**

Mr Jusfin, Ms Spasskaya, Mr Gerassimov and Mr Bogoliubov took part in the discussion.

**The main results of the workshop**

As a result of the discussion the participants came to the following conclusions.

According to the members of the Ministerial experts' group, there is "civic education" (a wider term) and "social science" (a narrower notion) to be taught and educational standards to be discerned.

Which standards are provided by the present concept? To date the concept draft provides a "knowledge-skills" oriented approach (knowledge-abilities-skills (KAS). The competency-based approach is not part of the present concept.

Civic education is not a subject area (as a discipline), many activities occurring in school are part of civic education. Consequently the concept should be strengthened in order to

create a basis for another kind of content which is now called civic education.

This means that the nature of civic education should be discussed: what field of education it represents, which competencies it should develop, what would form the standards for pupils' achievements? Its main orientation is not just determining to what extent school students have mastered a formal-knowledge component of the minimum curriculum requirements, but rather to show to what extent they are able to use what they have acquired to solve cognitive, practical, integrated and communication tasks and problems. The required learning achievements will determine the obligatory minimum in the curriculum.

To date, the new concept has focused not on goal achievement but on the minimum content, though there have been some attempts to improve this situation. This means that the work done was oriented mostly towards a tactical objective. The beginning of the second stage of the work should have another task - to elaborate standards for the second generation of standards in education that will be based on a competency-oriented approach and probably on a different type of education management.

While finalising the present concept the following should be considered:

- the present concept has been elaborated for schools lasting twelve years. Currently there are education programmes lasting eleven years. The commission needs to construct two variants of the concept, one for eleven years of schooling and one for twelve years;

- it is crucial to strengthen the competency-based approach in determining goals and content of social science education;

- it is crucial to create an environment based upon commonly agreed on rules at school as well as a democratic school life;

- to have specialised and pre-specialised training of school students of 8-9 grades through various modules;

- to indicate a time frame and mechanisms for putting the concept into practice;

- to consider the present document as a first step in designing a civic education concept.

**Workshop 2: Strategy for civic education**

**Chair: Ms Bolotina**

The working group came to the conclusion that a Federal Programme for the Development of Civic Education in the Russian Federation should be drawn up. As a result, the group suggested that there is a discussion on responsibilities of various actors, whose actions aim at fostering civic education. Participants tried to determine which competencies are in the domain of which actors in civic education.

A table was built on the basis of the participants brainstorming on responsibilities. The table is attached.

**Table 1: Developing civic education policy, standards and practices - distribution of responsibilities**

| | | | | | |
|---|---|---|---|---|---|
| | **Frames of reference** | **Educational programmes** | **Documents on the Methodology for learning and teaching civic education** | **Initial and in-service training for educational staff** | **Indicators** |
| **Russian Ministry of Education (government strategy for civic ed.)** | **federal programme for civic ed. development: concept, standards,** regulations, letters of support, Basic Study Plan (BSP) | terms of reference for drafting learning programmes and selecting specialists; formulating education strategy through educational programmes | terms of reference for textbooks and teaching aids | search for funding for upgrading qualifications and in-service training of educational staff | Federal Expert Board; setting-up assessment mechanisms for the civic ed. concept, textbooks, targeted results |
| **Regional institutes for in-service training for ed. staff** | letters of support for organising civic ed. at regional level; summarising | programmes for in-service training for ed. staff | regional learning/teaching aids | teacher training: courses, seminars, training activities | independent expert groups, pilot-experimental sites |



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| | regional experience | | | | |
| **Regional departments of education (regional policy)** | regional regulations, regional component in BSP | regional educational programmes for school students, regional institutes for in-service training, teacher training universities, colleges | regional set of documents on methodology, course planning, learning/teaching aids, taking into account regional specificity | district experts in methodology, seminars, courses on the basis of pilot schools | **quality of school student's knowledge; no. of schools following civic ed. programmes;** no. of teachers in civic ed. work |
| **Educational institutions (schools, teacher training universities/colleges)** | school regulations, school and individual student components of the BSP | operating plan for the school, higher education institutions; civic ed. learning programmes for school, higher educational institutions in civic education; teachers' | drawing-up lesson plans, special courses, school methodological and learning aids, planning work for students | school experts in methodology, pedagogical councils, meetings of university chairs | **certification of educational staff and democratically managed** education institutions |



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| | | work plans by topic | | | |
| **NGOs** | forming public opinion through discussion of frames of reference for civic ed.; drafting regulations on civic ed. for regional administrations; preparation of documents for co-ordinating activities between NGOs, state institutions and the government | drafting teaching programmes for teaching human rights, democracy, culture of peace for various targeted groups | preparation of learning-methodology support for targeted groups | organisation of training activities, courses, seminars for various targeted groups; setting-up municipal youth parliaments (councils) | |
| **Centre for Civic Education** | dissemination and implementation of the federal programme on civic ed. development, through continual | database on civic ed. programmes | database on existing practices and learning and teaching methodologies | training activities, seminars, conferences, congresses on civic ed.; assisting with organisation of regional | expert evaluation of programmes, textbooks, learning/teaching aids, methodical kits |



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| | examining of foreign and Russian civic ed. materials; dissemination of experience | | | | |
| **Other ministries and departments, Ministry of labour and public social employment** | drawing-up document on legal status of educators in civic ed.; organisation of programme funding | | certification of teachers; in-service training of educational staff | upgrading of qualification standard as a result of certification; including the profession of "civic education teacher" in the register of professions | |
| **Publishers** | organisation of public discussion in the mass media on the concept of civic ed. | publishing learning programmes and teaching materials | publishing collection of articles, textbooks, methodology | publishing good practices, from teachers and schools | |



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